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A COMPARISON OF THE FIRST-YEAR COURSES IN LATIN AND GERMAN

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In our high schools, as in most of the larger high schools of the country, a year of Latin is rated as the equivalent of a year of German in the matter of credit for graduation. In general, our colleges and universities likewise assign equal value for entrance credit to a year in either of these languages. The object of the following study is to test the correctness of this equal rating.

The first-year Latin course in Woodward High School is as follows: in Pearson's *Essentials of Latin* the first 59 lessons excepting that part of Lesson 50 which deals with indefinite pronouns; also § 355, and Lessons 62, 64, and 70; further, all the verbal forms in the Appendix excepting *prosum*, the gerund, the supine, the imperative, and the periphrastic conjugations. In the other high schools most of the teachers, I understand, teach much which we omit, viz.: result clauses, relative purpose clauses, object clauses after verbs of fearing, causal, concessive, and temporal clauses, the dative after compound verbs, the imperative, the hortatory subjunctive, the gerund, indefinite pronouns, and, together with these matters, a large mass of additional vocabulary. The Woodward course, therefore, is by far the "weakest" in the city. This meager course we propose to compare with the corresponding German course in the commercial department. The commercial German is a "stronger" course than the academic German in that it comprises a larger number of grammatical facts.

The first-year commercial German in Woodward High School, as printed in the official course of study, consists of the first 25 lessons in Kayser and Monteizer's *Foundations of German* and the first 25 reading-lessons in Förster's *Geschichten und Märchen*. By agreement, however, of all the teachers of commercial German in

the city this course was modified, so I am informed (by Mr. Albert Mayer)[†], so as to include only the first 20 lessons in the *Foundations of German* and an indefinite number of reading-lessons varying according to the pleasure of the individual teacher.

Let us now scrutinize these two courses, the Latin and the German. Let us take apart these two buildings, and weigh the material—find out, by actual count, how many bricks, how much mortar, how many feet of lumber go to make up our Latin and our German structure.

We shall begin with the vocabulary. In the first 20 lessons of the *Foundations of German* there are the following nouns not strikingly similar to the corresponding English nouns:

Tante, Deutschland, Herr, Frau, Kind, Frühling, Samstag, Ruhetag, Fräulein, Kaufmann, Tochter, Schneider, Schneiderin, Schüler, Geschäft, Hochschule, Aufgabe, Blume, Zeit, Knabe, Feder, Zeitung, König, Bote, Freude, Tinte, Langsamkeit, Kindheit, Liebe, Leben, Mensch, Arbeit, Neuigkeit, Schönheit, Stadt, Tugend, Fürst, Art, Tat, Tür, Uhr, Zahl, Graf, Held, Narr, Hans, Prüfung, Schenkung, Geselle, Gesellschaft, Feindschaft, Jugend, Tasche, Wohnung, Messer, Fabrikant, Maler, Gemüse, Vogel, Käse, Ernte, Gebäude, Getreide, Abend, Bürger, Tag, Kost, Himmel, Geduld, Vergnügen, Gesundheit, Bahn, Tisch, Stunde, Lied, Zimmer, Diener, Maurer, Gegend, Fenster, Brief, Fabrik, Meinung, Gebirge, Leute, Arzt, Citrone, Kartoffel, Unwahrheit, Stück.

Total, 90. In the learning of each of these nouns the student must master 4 facts: the word, to what declension it belongs, its gender, and its meaning. Learning these 90 nouns means, therefore, learning 90×4 , or 360 facts.

The following nouns are strikingly similar to the corresponding English words:

Onkel, Professor, Doktor, Bruder, Sommer, Winter, Gold, Silber, Amerika, Fritz, Berta, Wein, Brot, Fleisch, Eisen, Sonntag, Dezember, August, Mann, Herbst, Schultag, Milch, Metall, Wasser, Bier, Vater, Mutter, Sohn, Schwester, Sänger, Schuhmacher, Strasse, Buch, Dame, Rose, Schule, Papier, Weber, Weberei, Freiheit, Junge, Sklave, Bäckerei, Heimat, Land, Mädchen, Soldat, Christ, Ochs, Prinz, Advokat, Kamerad, Neffe, Präsident, Stahl, Student, Wittwe, Studentenschaft, Freundschaft, Hand, Universität, Demokrat, Diamant, Kandidat, Patient, Dummheit, Garten, Apfel, Haus, Häuschen, Mütterchen, Regen, Jahr, Eltern, Morgen, Familie, Wetter, Johann, Freund,

[†] Teacher of German in Hughes High School.

Hunger, Durst, Vaterland, Kaffee, Antwort, Wort, Woche, Arm, Fuss, Wagen, Nacht, Bett, Sprache, Glück, Unglück, Nadel, England, Adresse, Feuer, Zucker, Limonade.

Total, 100. In learning these nouns the student must master 2 facts concerning each—declension and gender—for the word and its meaning are known from the English. Learning these 100 nouns, therefore, means learning 100×2 , or *200 facts*.

These are the adjectives not strikingly similar to the corresponding English words:

Gross, klein, krank, gelb, gesund, schwarz, teuer, deutsch, viel, schön, langsam, wahr, klug, faul, schlecht, schwer, süß, fröhlich, glücklich, kurz, schwach, brav, gewiss, lieb, schädlich, schnell, stark, gerade, stolz, böse, ganz, furchtbar, lesbar, artig, aufmerksam, höflich, hübsch.

Total, 37. The German adjectival declension is simple. For each of the above adjectives, the student should acquire 2 items of information—the word, and its meaning— 37×2 , or *74 facts*.

The following 33 adjectives are so similar to the English as to be negligible in our count. In learning them the student learns practically nothing new.

Alt, jung, warm, kalt, wohl, englisch, genug, gut, grau, neu, weiss, dumm, väterlich, mütterlich, amerikanisch, freundlich, frisch, grün, lang, rot, klar, still, wild, französisch, laut, recht, hart, reich, treu, fruchtbar, trinkbar, wunderbar, dankbar.

Verbs unlike the English:

Heissen, schreiben, verstehen, wohnen, bitten, fahren, lesen, treffen, bleiben, sein, arbeiten, lehren, spielen, glauben, kaufen, schenken, schicken, lieben, kennen, prüfen, bezahlen, fragen, reden, verkaufen, werden, bedauern, bauen, warten, bereiten, verkehren, gehören.

Total, 31. Now, in learning a German verb, the student is expected to learn 4 things: the three principal parts, and the meaning. We disregard the fact that most of the weak verbs are regular. The preceding verbs, then, comprise 31×4 , or *124 facts*.

The next list is of verbs, whose meaning is evident from the English:

Singen, finden, gehen, kommen, trinken, fallen, sprechen, sehen, brechen, schlafen, tun, lernen, hören, haben, machen, sagen, senden, kosten, antworten, lachen, fürchten, hoffen, danken, grüssen, lassen.

Total, 25. Here the student must learn only the principal parts, 25×3 , or *75 facts*.

Of the other words in the first 20 lessons this group is unlike the English:

Der, und, aber, auch, ja, nein, noch, sehr, wie, zu, jetzt, wo, dort, immer, nie, oder, auf, mit, zwei, durch, heute, nur, dieser, jener, jeder, welcher, beisammen, zusammen, sein, ihr, unser, euer, kein, man, denn, warum, wieder, wenig, früher, etwas, gewöhnlich, zum Beispiel, bald, entweder, von, allein, sondern, schon, nach, sonst, ehe, damals, vielleicht, nichts, seit, beinahe, wer, was für ein, gegen, ich, du, er, sie, es, wir, ihr, Sie.

Total, 67. Here the student must learn the word, and its meaning— 67×2 , or *134 facts*.

There remain the following 26 words:

In, hier, nicht, so, mehr, wenn, oft, mancher, solcher, aller, bei, mein, dein, für, allerlei, gestern, dann, morgen, wann, als, eben, vor, aus, ausser, lange, meistens.

Because of their resemblance to the corresponding English words, these involve no new knowledge, and are omitted from consideration.

The full number, then, of items of information comprised in our German vocabulary is:

Nouns	360
	200
Adjectives	74
Verbs	124
	75
Other words	134
Total	967

These are the elementary and basic facts in our first-year German course—the First Regiment of our German army—967 little German soldiers, over whose movements the student should possess considerable command.

Just a word of explanation before we pass on to consider the Latin course in the same fashion. Our German vocabulary was divided into two groups: words so strikingly similar to the corresponding English words as to be virtually English; and words not thus strikingly similar. Reversing the order, let us call the dissimilar words, Class A, and the similar words, Class B. To

Class B belong such words as *Schuhmacher*, shoemaker; *oceanus*, ocean. Now, the German words *Blume*, *Knabe*, although cognates of English *bloom* and *knave*, must be placed in Class A, because *bloom* and *knave* are not the correct English equivalents. Thus the Latin word, *pecunia*, although it suggests such words as *pecuniary* and *impecunious* (English words themselves strange to the average first-year high-school student), is not at all similar to the corresponding English word, *money*, and therefore falls into Class A. Now for the Latin.

NOUNS. CLASS A (DISSIMILAR WORDS)

Puella, regina, stella, filia, via, silva, luna, porta, sagitta, insula, terra, pecunia, vita, copia, copiae, femina, patria, agricola, nauta, inopia, amicus, cibus, dominus, equus, hortus, servus, bellum, donum, oppidum, frumentum, incola, gener, socer, liberi, liber, magister, ager, vir, puer, discipulus, filius, nuntius, gladius, proelium, locus, loca, praemium, pilum, saxum, telum, castra, hasta, legatus, hiberna, impedimentum, vicus, praeda, periculum, dux, miles, virtus, caput, eques, rex, fuga, consul, homo, corpus, flumen, pes, pedes, tempus, vulnus, mare, urbs, hostis, nomen, pons, sedile, collis, caedes, navis, ignis, turris, finis, avis, nox, hiems, aestas, lux, annus, celeritas, civis, studium, obses, imperium, imperator, amicitia, pax, mensis, iter, civitas, fines, magnitudo, gens, consilium, moenia, auxilium, princeps, coniuratio, Rhodanus, auctoritas, iumentum, carrus, profectio, lex, matrimonium, iusiurandum, murus, pugna, vinculum, poena, frater, mors, cliens, oratio, ripa, consuetudo, iudicium, obaeratus, casus, domus, exercitus, manus, cornu, deus, humus, rus, equitatus, impetus, millia, altitudo, eruptio, socius, acies, dies, res, nihil, satis, respublica, latus, latitudo, adventus, animus, fides, potestas, agmen, reditio, spes, vadum, commeatus, opus, usus, gratis, plebs, aditus, vallum, mulier, res frumentaria, conspectus, praesidium, fossa, Lemannus, castellum, ratis, munitio, angustiae, deprecator, largitio.

Total, 179. Facts to be learned: the nominative form, declension, gender, and meaning— 179×4 , or 716 facts.

NOUNS. CLASS B (SIMILAR WORDS)

Rosa, fabula, Graecia, Europa, Gallia, Italia, Roma, vinum, Marcus, Romanus, Gallus, Graeci, arma, Helvetii, pater, pars, mons, animal, Belga, Aquitanus, Celta, Germanus, Aquitania, Garumna, Pyrenaei, oceanus, Hispania, Caesar, legio, cura, multitudo, populus, libertas, numerus, natura, Rhenus, Orgetorix, Iura, provincia, Casticus, Sequanus, Dumnorix, Haedus, Labienus, cohors, fortuna, causa, natio, clamor, labor, magistratus, rumor,

idus, portus, Tralles, Athenae, Carthago, Corinthus, Delphi, mercator, passus, hora, aedificium, Rauraci, Tulingi, Latobrigi, Boii, Noreia, Allobroges, Genava, diligentia, signum, littera, litterae, lacus, iniuria, Titus, Aquileia, Ocelum, Vocontii, Segusiavi.

Total, 81. Facts to be learned: the nominative form, declension, and gender— 81×3 , or *243 facts*.

ADJECTIVES, CLASS A

Magnus, bonus, malus, parvus, superbus, fidus, gratus, meus, tuus, albus, carus, peritus, latus, validus, multus, liber, pulcher, tener, miser, asper, niger, piger, idoneus, pauci, ferus, laetus, primus, altus, angustus, noster, acer, equester, finitimus, ferax, facilis, omnis, par, vetus, reliquus, potens, paratus, tertius, alius, alter, uter, uterque, neuter, ullus, nullus, unus, duo, tres, quattuor, quinque, septem, octo, novem, decem, undecim, duodecim, tredecim, quindecim, sedecim, septendecim, duodeviginti, undeviginti, mille, fortis, **velox**, tutus, turpis, gracilis, humilis, lenis, melior, optimus, peior, pessimus, maior, maximus, minor, minimus, plus, plurimus, vetustior, veterrimus, maior natu, maximus natu, iuvenis, iunior, minor natu, minimus natu, senex, senior, superus supremus, summus, inferus, infimus, imus, amplius, nobilis, proximus, quartus, quadringenti, extremus, suus, vester, alienus, posterus, cottidianus, invitus, qui, bellicosus, inimicus, ulterior, nonnulli, citerior, septimus, complures.

Total, 120. Facts to be learned: the nom. sing. masc., the declension, and meaning— 120×3 , or *360 facts*.

ADJECTIVES, CLASS B

Longus, novus, similis, dissimilis, difficilis, brevis, Helvetius, Romanus, solus, totus, sex, publicus, privatus, Noricus.

Total, 14. Facts to be learned: the nom. sing. masc., and the declension— 14×2 , or *28 facts*.

VERBS, CLASS A

Amo, pugno, voco, culpo, laudo, servo, do, porto, convoco, comparo, supero, oppugno, maturo, expugno, moneo, video, terreo, dimico, augeo, vulnero, laboro (*suffer*), occupo, incolo, appello, pertineo, neco, conloco, compleo, contineo, confirmo, vasto, duco, mitto, vinco, relinquo, contendo, gero, iacio, capio, fugio, facio, interficio, traduco, dico, iubeo, debeo, cupio, constituo, paro, emigro, permoveo, obtineo, pono, nuntio, coepi, cognosco, cogo, eripio, careo, discedo, prohibeo, audio, munio, venio, cremo, morior, convenio, eo, exeo, transeo, incendio, maneo, conficio, pervenio, obsideo, exspecto, permitto, accedo, ago, instruo, administro, tollo, efferro, impendeo, dedo, committo, recipio, redeo, reddo, sustineo, reperio, circumvenio, educo, lacesso, reduco, converto, occido, vincio, scribo, cado, existimo, demonstro, spero, scio, trado,

utor, sequor, cohortor, potior, proficiscor, arbitror, pello, hortor, vereor, fero, confero, moror, fio, pareo, noceo, credo, perduco, perficio, nego, iungo, perrumpo, conor, procedo, conloquor, rogo, teneo, impetro, suscipio, patior, renuntio, absum, praeficio, conscribo, hiemo, sum, possum, volo, nolo, malo.

Total, 144. Facts to be learned: the 4 principal parts and (5) the meaning— 144×5 , or 720 facts. But let us be precise. In the above list there are 12 deponent verbs. As these verbs have but 3 principal parts, our 720 facts should be reduced by 12, giving us 708 facts. The list includes also 41 regular verbs of the first conjugation. Of these the student need not learn the last two principal parts. Our 708 facts are, therefore, to be reduced further by 41×2 , or 82, leaving a net total for verbs of *626 facts*.

VERBS, CLASS B

Delecto, armo, moveo, habeo, incito, divido, defendo, libero, punio, accuso, fluo, dimitto, respondeo, persuadeo, resisto, influo, repello.

Total, 17. Facts to be learned: the 4 principal parts— 17×4 , or 68 facts. This group comprises 5 regular verbs of the first conjugation. Our 68 facts should therefore be reduced, as shown above, by 5×2 , or 10, leaving us as a net total for this group of verbs *58 facts*.

OTHER WORDS, CLASS A

Ubi, et, semper, -ne, cur, sed, hodie, nunc, contra, ad, mox, cum, in fugam dare, trans, per, de, multa nocte, saepe, quod, continenter, a, ab, ob, e, ex, diu, ex itinere, -que, pro, neque, undique, una ex parte, qua de causa, pro multitudine, in tertium annum, itaque, inter se, is, idem, et—et, post, qui, causam dico, ex vinculis, hic, ille, sub, ipse, iste, alter—alter, alius—alius, alii—alii, alii aliam in partem, quis, quam ob rem, interea, apud, a dextro cornu, a sinistro cornu, impetum facio in, mille passuum, nihil reliqui, iter facio, quam, ibi, inter, certiore eum facio, huc, quam maximus, summus (*top of*), imus (*bottom of*), medius (*middle of*), primo, multum, facile, bene, plus, plurimum, plurimum possum, novissimum agmen, primum agmen, eo (*there*), nihilominus, iam, quisque, transitur, proelium committo, se recipere, sine, ante, postea, autem, propter, tamen, inde, si, nisi, circum, quam primum, signa converto, at, nunquam, secum, ut, ne, in animo habeo, mihi est in animo, in reliquum tempus, inter se dare, in flumine pontem facio, sua sponte, magnum iter, extra, ego, nos, tu, vos, sui, mecum, tecum, nobiscum, vobiscum, quibuscum.

Total, 123. Here the student must learn at least two facts in each instance: (1) the word or phrase, and (2) its meaning— 123×2 , or *246 facts*.

OTHER WORDS, CLASS B

Non, in.

Total, 2. Facts to be learned: none.

This then is the complete account of the items of information contained in our Latin vocabulary:

Nouns (A).....	716
Nouns (B).....	243
Adjectives (A).....	360
Adjectives (B).....	28
Verbs (A).....	626
Verbs (B).....	58
Other words.....	246
Total.....	2,277

We see, therefore, that, in this region of vocabulary, our puny German regiment of 967 stands face to face with a tremendous Roman legion of 2,277. The whole matter of vocabulary for both courses may be summarized thus:

	GERMAN				LATIN			
	Class A	Class B	Total	Facts To Be Learned	Class A	Class B	Total	Facts To Be Learned
Nouns.....	90	100	190	560	179	81	260	959
Adjectives.....	37	33	74	74	120	14	134	388
Verbs.....	31	25	56	199	144	17	161	684
Other words....	67	26	93	134	123	2	125	246
Total.....	225	184	413	967	566	114	680	2,277

As to facts to be learned, the Latin course, here, is 2.35 times as difficult as the German.

A similar detailed study of inflections gives the following results:

TABLE OF INFLECTIONS

	GERMAN		LATIN	
	Forms	New Forms	Forms	New Forms
Nouns.....	9	9	48	48
Adjectives.....	10	5	40	14
Pronouns.....	12	5	55	48
Verbs.....	34	34	310	310
Totals.....	65	53	453	420

In the matter of inflection, then, the Latin course of 420 distinct forms is 7.92 times as difficult as the German course of 53 forms.

SYNTAX

Woodward has departed from the traditional custom of teaching the entire Latin grammar in the first year. The following comparison of the syntax in the first-year courses in German and Latin will surely help either to weaken or to confirm our faith in the justice of our rebellion.

A careful comparison of the syntax made by counting the different points given in the German and the Latin courses shows 48 items for the German, but 120 items for the Latin.

The first-year Latin course, therefore, with its 120 items in the syntax, is, in this respect, 2.50 times as comprehensive as the German course.

We have now seen that the Latin course is, in the matter of vocabulary, 2.35 times as difficult as the German, in the matter of inflections 7.92 times as difficult, and, as to syntax, 2.5 times as difficult. We may add these numbers, and divide by 3, and with a rough sort of justice conclude that the Latin course, as a whole, is 4.29 times as difficult as the German. Suppose we subtract a liberal discount for matters which might have been overlooked, and say that the Latin course, as we are required to give it, is four times as hard as the German. In the light of what has preceded, this is a modest claim; if correct, a student whose work in beginning German is just sufficient to receive a mark of 100 per cent would, for an equal amount of work in the Latin department, receive a mark of 25 per cent. We are, therefore, driven to acknowledge that there is outrageous falsity in the judgment of our colleges and universities, that these two courses, like the two triangles in geometry, are equal in all respects.

If the college persists in demanding that such things be taught, the high school should faithfully continue to teach them, but only to those who intend to go to college. For that class of students who form the recent increment in our high-school population the college requirements are far too severe. It is not strange that our high-school barbarians, like the Gauls of old, shrink from

Caesar and his accompanying terrors, and take refuge in the adjoining morasses of German, Spanish, and manual training. They know how the field of battle is strewn with corpses after the conflict with the pitiless Roman adversary. For well might the head of a Latin department sum up the yearly work of his teachers in the old familiar formula: "*Quos milites nostri consecuti, magnum numerum eorum occiderunt.*" If a year of German is worth one credit for entrance, a year of Latin ought to be worth at least four.

Latin has long held the primacy in secondary education. But it must relinquish its pre-eminence if it continues to ignore the demands which that education is making. Fifty years ago secondary education was a preparation for college, and the college cared to receive only those of our youth who were exceptionally gifted. The college has of late receded from the rigorousness of its demands. The secondary school, however, as represented by the city high school, has changed the very nature of its being. It is no longer a little preparatory school for the classes, but a huge democratic institution struggling for the uplift of the masses. Few are so poor, so weak in body, or so feeble-minded as to be passed over in contempt by the modern high school.

Latin, therefore, must return to the people. The light which it throws upon the English language is invaluable. It has left countless relics of its living existence in the phraseology of law, of medicine, of theology, of the various sciences, indeed in that of business and social intercourse even in the humblest walks of life. It is the source of the Roman languages, and its knowledge a bountiful aid to their mastery. Roman art and architecture, though themselves but imitations, are prototypes of our own. The Roman commonwealth was an institution much like our own and presents the most instructive example in all history of the dangers which beset a vast and wealthy republic. Chiefly for these reasons should our youth study Latin. As for the ability to write connected Latin, to read the language with rapidity and ease, to repeat with the accuracy of a phonograph the multifarious rules of syntax, to pronounce with unerring precision that a certain combination of words is a brachylogy, a hendiadys, a hysteron proteron, a litotes,

a zeugma, an anaphora, or a chiasmus,—these are accomplishments which I, as a teacher of Latin, regard with amazement, some of them with sadness in my soul. The ability to read classical Latin “at sight” is for the majority of high-school students of no more worth than the ability to read blindfolded.

Is not the German course too easy? This question, I confess, I am unable to answer. The Germans proceed by easy stages. They study in the first year a limited portion of the grammar, which is “worked in” by a series of reading-lessons of the simplest possible character. In these reading-lessons I do not remember seeing a single verb except in the present tense either of the indicative or imperative mode. The later years of the course prescribe more difficult reading which involves further study of the grammar. German pupils do not read the classics; they learn the language from schoolbooks carefully adapted to their needs and their ability. The German course, if easy, is pedagogical.

How different is the Latin! The high pronunciamento of the college requirements declares that a huge amount should be read of Caesar, Cicero, and Vergil (although substitutions are permitted of other authors equally difficult or more so). As a consequence the students must be driven over virtually the entire Latin grammar in the first year. At the beginning of the second year, when the pupil brings back a hazy recollection of his essentials, the teacher places in his eager hands, not a schoolbook written for the pupil, but a masterpiece of elegant Latinity addressed to a select public of educated Romans.

Caesar wrote probably the easiest to read of all our heritage of classical Latin. The scholars of the Renaissance decreed that the only Latin worth while is classical Latin. Since we bow to their decree, we must use Caesar as our first reader. To parse Caesar we must know beforehand practically the entire Latin grammar. There seems to be no escape. The situation not only is bad; it looks hopeless.

A German course equivalent to the Latin we are giving under the lash of college entrance would be something as follows:

First year: All the German grammar.

Second year: An amount of Schiller’s *Geschichte des dreissig-jährigen Kriegs* equal to the first four books of the *Gallic War*.

Third year: From 120 to 160 pages of Mommsen or some other German professor who writes involved periodic sentences like those of Cicero.

Fourth year: An amount of Goethe's *Faust* equal to the first six books of the *Aeneid*.

Throughout the four years much practice looking toward the turning of quaint monstrosities of English into artificial university German. Ask any teacher of high-school German what he thinks of such a course, and he will answer that it is too ridiculous for discussion.

What are we to do? Should we protest? We have protested, and now the colleges permit us to substitute for the traditional reading other literature—Nepos, Sallust, Cicero's *Letters*, Ovid, etc. This shows on the part of the colleges a kindly disposition to solace us in our time of trouble. It also shows their utter incapability of understanding or easing our difficulties. They dwell under alien skies. Their people are not our people. Protest is useless and foolish. There is no hope save in secession and rebellion. The colleges must be deposed from their magistracy over us, for they govern us without intelligence of our needs. We must be our own masters. We must teach our pupils what they are able to learn, not what the stranger in the college dictates. We must make a declaration of independence, of which these are the preliminary articles:

1. We propose to have a Latin course for students who do not intend to go to college.
2. Our aim in this course shall be to teach Latin, not Latinity.
3. Since the Roman world has not bequeathed to us a series of graded reading-lessons suitable for beginners, we shall use other reading-matter than heretofore, even though it be not classic, and though it lack the flavor of antiquity. We renounce our worship of the unholy trinity of Caesar, Cicero, and Vergil.

Will the revolt I am preaching be made? I confidently believe it will. But revolt, if successful, means revolution, and revolutions are not accomplished in a day. Meanwhile we should mitigate, as far as we are able, the evils of our condition.

Great reforms are not possible as long as Caesar or any other

classic author remains as the chief element of the second-year course. For this purpose Caesar is probably preferable to any of his competitors. His book is interesting to boys. Since he deals chiefly with military life, his vocabulary is not extensive. Further, practically all his verbs are in the third person.

In this last fact lies an opportunity which we have hitherto failed to exploit. We may fully prepare to read Caesar, and yet omit 176 (more than half) of the 310 verbal forms now found in the first-year course. If we do this, we shall make the burden lighter at the very point where its pressure is most severe. Let the beginner, then, learn, in place of conjugation, synopsis in the third person. As he has no use for the first and second persons up to the third year, he may profitably postpone the completion of the conjugation until just before taking up Cicero.

In conclusion let me say another word of praise for the enemy, and restate the reason for my enmity. The traditional Latin course is a grand old course; in my opinion, it is the most magnificent thing in the high-school curriculum. But magnificence is for the nobility. The old Latin course is only for the choice and master spirits, for the new generation of immortals who see at a glance, who immediately understand, and who remember forever.